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ABSTRACT

A simulated search and screen committee activity for selecting three candidates for final interviews for the position of assistant professor of higher education in a College of Education is presented. The institution, "Metropolitan State University," and the position are briefly described, and the process of the appointment of the committee and the recruitment procedures followed to date are summarized. Additional data selected from the committee files are included since they reflect some current concerns being expressed at the university relevant to the position. For each candidate, a rating sheet is to be completed. The first task of the committee will be to elect a chairperson to assume the role of a designated professor. Other committee members will assume administrative, faculty, and student roles to create approximately the proportional representation specified in the description of the committee's composition. Each committee member will indicate reasons for selecting three individuals and key qualifications, and will designate which committee moves through its discussion, the following tasks should be performed: individual candidates should be ordered by rank; committee members should detail the reasons for their choices and differences of opinion; there should be a movement toward group consensus; all group members should participate; and key issues that arise should be noted for later discussion purposes. Enclosures include summary information and letters of recommendation for each candidate and rating sheet, and a guide for discussion leaders. (SW)

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EQUITY FOR WOMEN IN HIGHER EDUCATION PROJECT

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# THE SEARCH AND SCREEN COMMITTEE: A SIMULATION

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U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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## Introduction

You are about to take part in a simulated search and screen committee activity during which you will choose three candidates to be invited to your campus for final interviews for the position of assistant professor of higher education in the College of Education. For purposes of the simulation, your home institution will become Metropolitan State University.

You should proceed through the following pages in the order in which they are presented. Pages 2 through 18e are not simply introductory materials, but also set the context for your task. MSU and the position vacancy in the College of Education are briefly described. The process of the appointment of your search and screen committee and the recruitment procedures followed to date are also summarized. Additional data selected from the committee files are included since they reflect some current concerns being expressed at MSU relevant to the position. Read these materials carefully.

As you begin to review the credentials of each candidate, proceed in any fashion that suits your normal approach to faculty selection. The credentials are presented in alphabetical order for your convenience. You will be required to complete a rating sheet for the candidates. Eventually, the committee will be expected to:

a) Decide which candidates are qualified and not qualified for the position.

b) Choose three qualified candidates who are to be invited to campus for interviews in order of preference.

A suggestion: Since you will be discussing the candidates with your



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fellow committee members you may wish to make notes on the rating sheet about the candidates as well as recording your ratings.

The first stage of your work, i.e., reading the materials and rating the candidates, will be completed individually. You will have approximately 45 minutes to complete this task.

Next, the search and screen committee will convene as a group to reach consensus on the candidates. The committee will have one hour to complete its work. The first task of the committee as it convenes will be to elect a chairperson from the group who will assume the role of Professor Henry McIntyre. Other committee members should assume administrative, faculty and student roles to create approximately the proportional representation specified in the description of the search and screen committee's composition specified on page 13 of this document. In so far as possible you should retain your actual professional role during the simulation.

After the chairperson has been elected and the committee roles have been assigned, the name of each candidate should be posted on the chalkboard or on poster paper. Each committee member should indicate which three candidates she/he has selected to be brought to MSU for interviews. Reasons for selecting those individuals should also be enumerated and key qualifications should be noted on the board. Next, committee members should indicate which candidates they eliminated from consideration and why.

The discussion of the candidates need not be restricted to the information provided if you think that other information is important. If you feel that more information on a particular candidate is needed, do

not allow it to become a rationalization for avoiding making a decision. If you would like to request such information, specify what additional information you need on a given candidate, why the data are needed and how it might be obtained. Before the candidates come for interviews. such information will be made avai' able. It may be helpful to keep in mind that nearly every search and screen committee at some point requests additional information from certain candidates, so knowledge deficits should not delay the completion of the committee's work. The data you have are roughly comparable to that which are available to most search and screen committees.

As the committee moves through its discussion, the following tasks should be performed:

a. Individual candidates should be ordered by rank.

b. Committee members should explicate the reasons for their choices and differences of opinion.

c. There should be a movement toward group consensus.

d. All group members should participate.

e. Key topics and issues that arise in the discussion should be noted for later discussion purposes.

Good luck to you and your fellow committee members in the task before you.

## The Institution: Metropolitan State University

Metropolitan State University (MSU) is a public, doctoral level university. In the Carnegie Commission classification scheme, MSU would have been categorized as a "1.1--Research and doctoral granting university."[1] These 50 universities are categorized as such by the commission due to their position as "leading institutions in terms of financial support of academic science in at least two of the three years, 1965-66, 1966-67 and 1967-68, provided they awarded at least 50 Ph.D.'s . . . in 1967-68."[2]

As the preceding paragraph implies, MSU can hardly be described as an intimate setting. The current year's student enrollment is 31,792. There are over 1200 faculty members spread across 16 major academic schools and colleges; MSU is a prototypic multiversity.

The faculty at MSU is well trained (the standard for initial appointment as an assistant professor is the doctorate in the professor's major field of specialization) and stable (with the leveling off of students in recent years, about 70 percent of the professorial staff are tenured).

The institutional mission at MSU clearly bridges the function areas of teaching, research and service. MSU considers its influence to be international in scope. This broad mission influences MSU's personnel policies. MSU expects to attract top faculty members and provide them with approximately 25 percent of their time for research and

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[1]The Carnegie Commission on Higher Education, Institutional Aid: Federal Support to Colleges and Universities (Highstown, New Jersey: McGraw-Hill Book Company, February, 1972), p. 96.

[2]Ibid.

development (R&D) activities. An instructional load rarely exceeds nine hours per academic period. The faculty members are assessed on the basis of these organizational arrangements, i.e., no faculty members are likely to be promoted or granted tenure unless they are productive in R&D and scholarly writing and are at least minimally adequate in teaching and service.

MSU is simultaneously a rich, supportive environment for faculty members who are pursuing a scholarly career and a lonely environment for the individual professor. In the midst of an institution with superb library, computing and laboratory facilities and with intellectually stimulating and challenging faculty and students, the professor finds himself/herself in an idiographic institution emphasizing competition and entrepreneurial behavior.

## The Institution: Metropolitan State University

Metropolitan State University (MSU) is a public, doctoral level university with a current student enrollment of 15,800. There are over 600 faculty members in 11 major academic schools and colleges.

MSU became a university in 1959. Prior to that date, it had been primarily a teacher preparation institution. Teacher education still plays an important role on campus but, as a diversity of other professional offerings have emerged, the balance between education students and other undergraduates has begun to assume proportions more normal for a university setting. At the graduate level, studies in education still dominate the campus scene. However, in recent years the School of Business graduate program has grown in both size and stature. MSU is not considered the prestige university in its state--that role has been preempted by a sister institution that preceded MSU in university status and is both the state university and land grant college. Nonetheless, MSU is a well respected university within and outside its state and is attempting to increase its prestige in R&D productivity.

The faculty at MSU is well trained (the standard for initial appointment as an assistant professor is the doctorate in the professor's major field of specialization) and stable (with the leveling off of students in recent years, about 70 percent of the professional staff are tenured).

The institutional mission at MSU encompasses the function areas of teaching, research and service. MSU considers its influence to be regional to national in scope with special emphasis on the problems of the city in which it is located. Graduates of master's and doctoral programs at MSU routinely secure positions at similar institutions around the country.

The university expects to attract good faculty members and provides them with approximately 25 percent of their time for R&D activities. An instructional load would rarely exceed nine hours per academic term. Faculty members are encouraged to be productive in research and scholarly writing. Promotion and tenure decisions are influenced by this activity on the part of faculty. However, a good teaching record and service to the university is considered to be important, and persons strong in these areas with little R&D activity do receive tenure.

## The Position: Assistant Professor of Education

The Department of Higher Education at Metropolitan State University will be losing one of its well respected, productive, senior faculty members through retirement at the end of the current academic year. Replacing Dr. Arthur Howe will be a difficult task since the department must appoint the new person at the level of assistant professor.

The faculty hope to identify a young candidate with a strong commitment to a career of teaching, scholarly work and development of advanced programs of graduate study as well as to MSU as an institution.

Dr. Howe has acquired a national reputation for his publications. He has written a text on general administration in higher education that has been widely used for several years by most institutions offering doctorates in higher education. He has been an active researcher and has contributed to the development of organizational theory in the field of higher education. Dr. Howe has been a popular professor with students both because his classes are considered useful and interesting and because of the effort he has made to help students obtain positions. Dr. Howe is well liked and respected by his colleagues who have found him to be supportive and stimulating.

The Department of Higher Education at MSU has six faculty members--three full professors and three associate professors. All are men in their 40's and 50's. The department offers a master's degree in student personnel administration and the doctorate in student personnel administration and higher education. There are approximately 210 students in the department, 140 of whom are present on campus. Sixty percent are in

the master's program. Until recently, over 70 percent of the students were male. In the last two or three years, more and more women have applied to the program and have been accepted. Currently, 15 of the 40 active doctoral students and half of the master's students are women.

The departmental job description reflected the work in which Professor Howe had been engaged. As it was received by the dean's office from the department and forwarded to the search and screen committee, it read:

Metropolitan State University

INTERDEPARTMENTAL COMMUNICATION

| | | | |
|---|---|---|---|
| To: | Stuart Powell | From: | Stanley Thompson |
| Department: | Dean's Office | Department: | Chairman, Higher Education |
| Subject: | Replacement for Dr. Howe | Date: | November 14, 19__ |

Following is a position description on which the members of the department have agreed for the Howe vacancy. Frankly, we do not know how Art can be replaced by anyone with the limited experience that will almost surely characterize a beginning assistant professor, but with the present program emphases and faculty skills in the department, we need someone who can function immediately with our doctoral level students, have some decent research abilities, and possess a reasonable background in general higher education administration and organizational theory.

For what it is worth, then, we hope the job advertisement will include:

Job Description

- Teach doctoral level courses in higher education including (a) general administration, (b) theory of organization and (c) evaluation and/or institutional research in higher education.
- Advise doctoral level students, direct student theses and dissertations.
- Conduct relevant research in higher education.

Minimum Qualifications

- Doctorate in higher education.

- Evidence of potential for scholarly productivity.
- Some experience in higher education administration.
- Program emphasis reflecting skills in research, knowledge of organizational theory.

We hope that this job description will be shared with the search and screen committee you will be appointing for the position and that it will be reflected in the advertisement for the position and subsequent screening of candidates.

The actual advertisement for the position, issued after the Committee was appointed by Dean Powell read as follows:

Assistant Professor, Higher Education
Metropolitan State University

Advertisement

Nominations and applications are invited for a position with the rank of Assistant Professor in the Department of Higher Education, College of Education, Metropolitan State University.

Qualifications: Earned doctorate in higher education required; demonstrated ability in teaching; capability for scholarly research; background in general higher education administration, organizational theory, institutional research and/or evaluation preferred.

Responsibilities: Teach courses in higher education administration; dissertation supervision; committee assignments; involvement in ongoing research relevant to appointee's scholarly interests; performance as a faculty citizen.

Salary competitive; equal opportunity, affirmative action employer.

## The Search and Screen Committee

Search and screen committees in the College of Education at MSU consist typically of seven members: two or three from within the departments or related fields of study within the college; one or two faculty members from within the college but not closely related to the field of study; and one or two students, depending upon whether both undergraduate and graduate student interests need to be represented. In this particular case, in addition to your appointment, Dean Powell chose to select:

2 professors from higher education
1 professor from educational administration
1 graduate student
1 professor from educational psychology
1 professor from social studies education

The committee has been functioning for five months. Colleagues and departmental chairpersons at other institutions offering the doctorate in higher education were solicited for strong nominees. Advertisements were placed in the Chronicle of Higher Education in January and February. The position was well advertised at the American Association for Higher Education meeting. Several newsletters were selected for advertisement including two suggested by the affirmative action officer as likely sources for minority group women applicants.

The committee has received 67 applications for the position. An initial evaluation of these credentials has been completed. A number of persons were eliminated because they clearly did not have the appropriate educational background or experience. Several others were eliminated because they were in the beginning stages of their doctoral work. The remaining candidates have been screened and all but the top five have been informed that they were no longer being considered.

Now that the end of the semester is rapidly approaching, the committee must arrive at some final decisions about those candidates who are to be invited for interviews. They must also decide which candidate is their first choice, second choice, etc., in order that a schedule of interviews can be arranged.

## The Task

The committee has agreed to meet on Tuesday afternoon to make its decision about the candidates to be invited for interviews. Each committee member has promised to set aside some time prior to that meeting to review all the available material on each candidate. Each member will rate the candidates once again, offering reasons for the rating. At the committee meeting, the final rating will be completed by comparing the ratings given each candidate by the committee members and the reasons for these ratings.

You have been out of town. It is Tuesday morning and you have just picked up the summary material on the five candidates which has been compiled by Henry McIntyre, the committee chairperson. In addition to the credentials and rating sheets, a few other items have been included that you think you should read:

1. A memo from Dean Powell that Henry received in December, shortly after the committee was first appointed. You had read this memo before but decide it would be a good idea to review it before proceeding with the credentials.
2. A letter that arrived two months ago from Evelyn Brawley, speaking for the Women's Caucus in the college. Probably, Henry's way of reminding the committee that the Caucus was never consulted directly by the committee.
3. An article from the campus newspaper that appeared yesterday while you were out of town. Henry is on top of his job.
4. Another letter which had been shared earlier with the committee. This one is from Carol Sloane, the campus affirmative action

officer. Wonder if Henry is feeling any pressure about the minority or women's equity issues?

The committee meeting is fast approaching and it is time to dig into the file. One way or the other that rating sheet needs to be completed before the other members arrive.

**The File**

Metropolitan State University

INTERDEPARTMENTAL COMMUNICATION

To: Search and Screen Committee Members

From: Henry McIntyre

Subject: Committee Meeting, May 19

Date: May 19, 19__

In preparation for today's meeting, I have prepared a four part file for your use:

1. Some committee correspondence which we've seen before and an article from the Daily Student. We probably need to remind ourselves of the requirements of the position and the affirmative action push at MSU.

2. A summary rating sheet for the candidates. Maybe that will cut down on some of our paper shuffling at the meeting.

3. The summary information sheet on each candidate.

4. The letters of recommendation and the personal letters we received from each candidate.

I'll see you this afternoon.

File

Section A

Committee Correspondence

Metropolitan State University

INTERDEPARTMENTAL COMMUNICATION Telephone: 6-9325

To: Dr. Henry McIntyre From: Dean Stuart Powell

Department: Higher Education Department: Dean's Office

Subject: Replacement for Dr. Howe Date: December 11, 19__

As the members of the search and screen committee begin the task of identifying a replacement for Art Howe, there are a few observations which I hope you will keep in mind. This is our first addition to the higher education faculty in four years and we are unlikely to be recruiting many new faculty members over the next several years. Our current faculty in higher education is 100 percent male and the university officials will be very concerned that we closely adhere to affirmative action procedures in making this appointment.

I am anxious that you understand precisely what this memo means. I know that our higher education department is highly regarded; that Art Howe has a national reputation; that we must replace him with a young professor who has great potential for productivity. I am not suggesting that we compromise our faculty quality for the sake of affirmative action. At the same time, I think it is only fair to alert you to the fact that:

(1) Your process for recruitment will be examined closely. It is imperative that you follow the affirmative action guidelines in advertising for the position, screening credentials and interviewing candidates.

(2) If the department decides to recommend a male candidate for the position, not only will the qualifications of that candidate be examined closely but the qualifications of competitive women candidates will also be studied.

Good luck in a difficult recruitment task. I know that the committee will identify an outstanding appointee. Do not hesitate to call on me if I can be of assistance to you.

February 13, 19__

Search and Screen Committee
Department of Higher Education
School of Education
Metropolitan State University

Dear Committee Member:

The Women's Caucus of the College of Education faculty would like to encourage you to carefully seek and consider women candidates for the faculty position vacated by Dr. Howe. As we are sure you realize, women comprise less than 20 percent of the MSU faculty and only 24 percent of the College of Education faculty. There is room for improvement.

We understand the difficulties faced by any search and screen committee and sympathize with you in your task. We also recognize the stature of Dr. Howe in the field of higher education and the difficulties inherent in attempting to replace a faculty member of his calibre. However, we also realize that the number of qualified women candidates in education is relatively substantial. We hope that these women will be considered and that one of them will be selected.

Best wishes in your search. If the Women's Caucus can be of any assistance, please contact us.

Sincerely,

Evelyn Brawley

Evelyn Brawley, Professor
Department of Counseling and Guidance

February 3, 19__

Search and Screen Committee
Department of Higher Education
School of Education
Metropolitan State University

Dear Committee Member:

As a member of the search and screen committee for the position of assistant professor of higher education I am sure that you are, by now, heavily involved in the process of seeking qualified applicants and conducting preliminary screenings of credentials. The task ahead of you is certainly a formidable one that requires a great deal of your time and effort. Allow me to wish you every success.

In accordance with the duties of my office, I have made it a practice to contact members of search and screen committees and briefly mention elements of the MSU Affirmative Action Plan relevant to the duties of the committee. The pertinent sections are as follows:

Responsibilities of the Search and Screen Committee

Evidence must be provided to the appropriate campus dean or vice-president that:

1) the committee made reasonable efforts to ensure that dossiers on minority group and women applicants were completed and evaluated in accordance with the regular departmental procedures along with the dossiers of other applicants.

2) the committee did not exclude from consideration any qualified applicant on the basis of race, ethnic or national origin, sex, marital status, religion, age or handicap. The committee should be sensitive to the fact that traditional procedures of evaluation may have inadvertently excluded women or minority group applicants from being given full consideration.

My office is available to answer any questions you may have and provide other assistance as you require it.

Sincerely,

Carol Sloane

Carol Sloane
Affirmative Action Officer

Metropolitan Daily Student

May 18

Dr. Carol Sloane, MSU Affirmative Action Officer, today revealed that some progress has been made in meeting the requirement of the university's Affirmative Action Plan. Drawn up three years ago, the plan was reviewed by the Department of Health, Education and Welfare in January and accepted at that time. Since then the faculty, administrators and staff have been working toward achieving equity goals in recruitment, employment, salary and benefits of minority and women faculty and staff.

Dr. Sloane reported today that equity reviews of the salaries of all women and minority faculty have been completed. Under equity review, a minority or woman faculty member can ask to have his or her salary compared to that of a majority faculty member who has similar experience, training and achievements. If unexplained differences are found, the salary of the minority or woman is adjusted. This year adjustments in the amount of $133,000 were made: The average adjustment was $650.

Dr. Sloane also said, "MSU has made progress in the employment of women and minorities as faculty members. We have not reached our goals yet but we have made a good beginning. Qualified persons have been found and I am sure that we will continue to identify individuals who meet MSU's standards of quality."

File

Section B

Summary Rating Sheet

SUMMARY RATING SHEET

| Candidate | Educational Background | Employment History | Teaching Potential | Research Potential | Service Potential | Other Relevant Experience and Skills | Comments |
|---|---|---|---|---|---|---|---|
| Carl Bennett | | | | | | | |
| Anne Carter | | | | | | | |
| Laura Jenkins | | | | | | | |
| Lorraine Loudon | | | | | | | |
| John Williams | | | | | | | |

Please Rate Each Candidate in the Designated Areas According to the Following Scale:

5 Outstanding
4 Above Average
3 Average
2 Below Average
1 Unsatisfactory

# The Search and Screen Committee:
# A Simulation

Assistant Professor of Education
Metropolitan State University

## Guide for Discussion Leaders/Facilitators

## An Overview

The search and screen committee simulation is a task-oriented experience in which participants become involved in a segment of the activities of a search and screen committee. In the simulation they must evaluate a group of candidates and reach a decision about which individuals should be invited for an interview and in which order of preference.

The simulation is designed to set the stage for the discussion of such issues as lack of objectivity and concern about irrelevant personal information when evaluating credentials. Some emphasis in the candidate's materials is placed on equity issues that arise frequently when women candidates are being considered for positions. Participants should gain some insight into the ways in which personal biases may affect objectivity in assessing candidates' qualifications.

The simulation materials can be used to create two simulation exercises rather than one. The needed background data are provided for two different university settings. Both universities are doctoral degree granting institutions but one is a research center institution of the type described by the Carnegie higher education studies as a Category 1.1 university, i.e., "research and doctoral granting university."[1]

### Participants

The simulation is suitable for use with all persons in the higher education community who typically become involved in the recruitment and selection process: faculty, administrators and students. The simulation should work optimally when groups are formed in which the usual

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[1] The Carnegie Commission on Higher Education, Institutional Aid: Federal Support to Colleges and Universities (Highstown, New Jersey: McGraw Hill Book Company, February, 1972) p. 96.

representation of such persons on search and screen committees is also characteristic of the simulation group. However, the simulation can be used with groups composed entirely of students, or administrators or faculty members. In such instances, it is desirable to ask participants to assume roles in the simulation other than their current roles to achieve normal role representation on the selection committee. A simulation group of approximately six to ten participants is considered optimal.

As a discussion leader and/or facilitator you are expected to be generally knowledgeable about and sensitive to equity issues confronting women in higher education. Optimally, you will be familiar with the equity situation on your own campus and with the national level information presented in the monograph, Women in Colleges and Universities.[2] A person with this background who has studied the simulation materials and read this "Guide for Discussion Leaders/Facilitators" should be able to organize the simulation and lead the discussion following the simulation without further assistance.

Process

Each participant is provided with a packet of all the information and materials necessary to participate in and complete the simulation. Two stages comprising the simulation exercise are followed by a discussion stage. In the first stage of the simulation, which lasts 45 minutes, participants work alone. In the second stage the participants work as a group to arrive at a final decision about the candidates. One hour is allowed for stage two. Time for the final discussion stage should be flexible depending upon the circumstances in which the simulation is conducted and

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[2] Mary R. Carroll and David L. Clark, Women in Colleges and Universities (School of Education, Indiana University, Equity for Women in Higher Education Project: Bloomington, Indiana) June, 1978.

the interest of the group. One-half hour to 45 minutes is probably a minimum allocation for this purpose.

In the first stage, participants must read all of the materials and evaluate the credentials of five candidates for a particular position. No group leader is required at this stage since the participants will be working alone. In the second stage, the group must reach agreement on three candidates who will be invited to campus to be interviewed for the position. It is preferable that the rank order among the candidates be specified. During this stage the group (by now a search and screen committee) should designate or elect its own chairperson. As the discussion leader you will be in the role of observer during the second stage. This will provide you with an opportunity to note, record and organize the issues that seem to emerge from the committee's discussion.

Your responsibility as discussion leader is focused on the third stage. At this point the simulation is concluded. As a discussion leader you will guide the group in consideration of key issues and topics which emerged from the decision-making process of the group.

## Suggestions for Discussion Leader/Facilitator

In many instances in which the simulation is used, one person will be playing the dual role of facilitator and discussion leader. In other instances there will be a facilitator and one or more additional discussion leaders. There should be one discussion leader for each search and screen committee. The sections which follow offer suggestions for both roles.

### Facilitator Functions

Prior to the beginning of the simulation there are several logistical and informational tasks that require attention from the facilitator:

1. Choose a room that has a chalkboard, or come prepared with several large sheets of paper, markers and tape which can be used by the chairperson and the committee during the second stage of the simulation.

2. Provide adequate space to allow participants to work alone during the first stage. Since participants are likely to be manipulating credentials and filling out their rating sheets, they should have space to spread out materials and write.

3. Choose the institutional description best suited to the background of the group with which you are working. Remove the less suitable description from the packet of materials provided for the participants.

4. If the group is not representative of the balance of faculty, administrators and students normally found on a search and screen committee, you might wish to assign alternative roles to group members to achieve a proper proportion.

5. Briefly discuss the nature of the simulation and outline the process to be followed. Inform participants that they should apply all of the knowledge and expertise they have acquired in their careers and their current positions while involved in the simulation.

During Stage I, the committee will not yet have designated a chairperson and each committee member will be working alone. To keep the process moving smoothly, you should remind the group that:

1. This stage is designed to be completed within 45 minutes and you will serve as timekeeper.

2. Participants should work alone. Adequate instructions for the task are provided in the simulation packet.

3. A summary response sheet for the candidates is provided and should be completed within the time period.

4. Successful completion of the task will be attained when each committee member has ranked the candidates from one to five.

Your functions as a facilitator should come to an end as quickly as possible at the beginning of Stage II. You are responsible for:

1. Convening the group as a search and screen committee.

2. Requesting that the group designate a chairperson for the next task.

3. Withdrawing gracefully into your position as an observer in preparatory to assuming your discussion leader role in Stage III.

Discussion Leader Functions

Preparation. You can begin your preparation for the discussion leader role well in advance of the day of the simulation. Following are a few suggestions you should consider:

1. You will be in a better position to identify and highlight issues if you are familiar with national and local data about equity for women in higher education. For a brief but comprehensive treatment of the issues and evidence relevant to the topic, you might choose to study Women in Colleges and Universities, a monograph, which was cited earlier in this discussion guide. For local data, you should consult with the personnel in your campus administrative office responsible for overseeing university compliance with affirmative action guidelines.

2. You should read thoroughly the materials in the simulation packet. Special attention should be given to the credentials of the candidates since much of the committee's discussion will focus on these credentials.

3. The committee members will concentrate on the categories represented on the rating sheets. You should also fill out a rating sheet for each candidate to develop familiarity with the candidates. You might also

complete the candidate information form, designed to isolate the discrete pieces of information available on each candidate (see next page). The column pertaining to Carl Bennett has been completed for illustrative purposes. You may find this data too detailed or too sketchy for your purposes, but as the discussion leader, you may find this form helpful in focusing on both candidates and issues. Beyond recording the demographic data, you will note that we used a three-level evaluation code for the items on the chart:

(+) indicating that the item might be viewed favorably in assessing the candidate, e.g., the quality of the institutions from which Mr. Bennett received his degrees;

(0) indicating that the item might be viewed as routine or expected, e.g., the recommendations attached to Mr. Bennett's vita;

(-) to indicate that the item would probably hurt the candidate's chances, e.g., no publications other than the master's thesis and doctoral dissertation.

Finally, your attention is called to the footnotes which have been inserted on the summary sheet. We believe these represent sex-related items that might positively or negatively influence raters in assessing a candidate. To assist you in identifying possible issues that will arise or should be raised in the discussion session, the following list explains why the item is footnoted:

a. Mr. Bennett appealed to an "old boys" network contact at the beginning and end of his personal letter to the committee chairperson. Concern over the effect of such networks in recruitment may elicit a negative response to Mr. Bennett, which has nothing to do with his qualifications. Conversely, some committee members may find the personal contact from Mr. Bennett's professorial sponsor unduly reassuring.

SUMMARY SHEET FOR DATA ON EACH CANDIDATE IN THE SIMULATION

| Candidates | Present Position | Age | Marital Status | Children | Educ'l Background | | Previous Employment | | | Prof. Orgs. | | Publications | Candidate's Letter | Recommendations |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Institutions | Substance | Teaching | Research | Other | Member | Activities | | | |
| Carl Bennett | 1)Rsch. Assoc. 2)Center of Rsch. in Higher Ed. 3)Current graduate Student | 34 | 5 | 0 | 1. U. of Illinois 2. U. of Iowa + | 1.Sociology 2.Sociology 3.Higher Educ. + | Ass't Prof. + | None Other than current position – | Staff Assoc. SEA 0 | AAHE AERA ASA + | None | None except thesis – | + | 0 |
| Anne Carter | | | b | b | | | | | c | | | | | d |
| Laura Jenkins | | | | | | | | | | | | | | e |
| Lorraine Loudon | f | | g | g | | | | | | | | h | | i |
| John Williams | | | j | j | | | | | | | | | | k |

b. Ms. Carter's marital and parental status may provoke discussion of her mobility and/or tenure in a position. This would be particularly interesting if no similar discussion was initiated in regard to Mr. Williams.

c. Ms. Carter has a break in her employment history (1967 - 69). If this is noticed by the committee, the resulting discussion may add information about the effect of marital and parental status on candidate assessment.

d. One of Ms. Carter's letters of recommendation raises the issue of her marital and parental status directly. In addition to the obvious discussion item, be alert to the possibility that committee members who are irritated by the letter may overcompensate in judging Ms. Carter positively.

e. The letter regarding Ms. Jenkins from Dean Crane includes two sex-related sterotypes--her "attractiveness" and "emotionalism." The question of how the committee deals with input from a recommender who is insensitive to sexist language and attitudes may provoke considerable discussion.

f. Ms. Loudon has exhibited specific interest in equity problems for women in her choice of a dissertation topic and her research associateship. Either or both of these experiences may be judged differentially by committee members.

g. Ms. Loudon's marital and parental status may be an issue for some committee members.

h. See (f) above--dissertation topic

i. Dr. Gordon's recommendation for Ms. Loudon notes her marital status and discusses the relationship of that status to what the recommender perceives as her orientation to professional life. No similar observations

were noted, for example, in reference to Mr. Bennett, as neither parental nor marital status were an issue.

j. This item is footnoted only because you should keep it in mind in juxtaposition to Ms. Carter's situation: an issue is more likely to surface in the latter case than in the former.

k. Professor McKinney's letter of recommendation for Mr. Williams introduces an area that the committee may choose to discuss--"Incidentally, Mrs. Williams expects to complete her Ph.D. this year." This circumstance may be viewed by some committee members as a reason to proceed cautiously on Mr. Williams' candidacy.

Stage II Activities. Although your role in Stage II is that of an observer, how you spend your time during this stage will influence the role you can assume as discussion leader. Each group working on the simulation will emphasize different points and be concerned about different issues. You should be using this time to identify and record the key topics and issues that will become the agenda for the group discussion following the simulation.

Stage III Discussion. The simulation is now terminated. You will need to reorient the group to the fact it is no longer functioning as a search and screen committee and alert individuals to the fact that they are no longer role playing. The discussion period is designed to (a) examine the decision-making process employed during the simulation in retrospect; (b) identify criteria used in arriving at decisions; and (c) highlight issues arising as conflicting criteria were employed.

Although it may be added to or modified during the discussion, the agenda for the discussion period was set implicitly by the group

as it proceeded through the simulation. Hopefully, you have been able to explicate that agenda as you recorded the key topics and issues discussed. You might share that a priori agenda with the group before the discussion begins and encourage group members to add items, delete issues they feel were unimportant or clarify issues they feel you may have misinterpreted. Use the revised agenda as a guide for apportioning available time during the discussion period.

No effort should be made to restrict discussion solely to sex-related issues which emerged in Stage II. As a matter of fact, you may discover that such issues are nested in broader topics the group wishes to pursue and will come out more easily in the discussion if the participants are not forced to identify them prior to the discussion. However, the simulation was designed to elicit such problems, and when they arise, you should take note and encourage further group discussion.

Items a through k suggest some of the key topics that are likely to be on your agenda:

. How should a search and screen committee deal with data from an "old boys" network? Is it fair to other candidates that one candidate is supported by personal advocacy? But is it not sensible to take recommendations from a known and reliable source into account?

. Affirmative action guidelines require ignoring a candidate's marital and parental status. Is this a responsible position for a search and screen committee to assume? If a candidate has a professionally trained spouse, is it not likely that the candidate's satisfaction with the institution will be influenced by appropriate arrangements for the spouse?

. How can a search and screen committee use data from a source that expresses sex bias? Should such information be ignored entirely? If it

is ignored, isn't that the equivalent of disregarding any or all information provided by recommenders, since the committee can never be certain that the source was not expressing personal bias of some form?

. Throughout the simulation you should be alert to expressions from committee members that note:

. Concern about the sex of a candidate.

. Interest in selecting a less qualified candidate to respond to affirmative action pressures.

. Feelings about the predicted level of productivity from male or female candidates.

. General misunderstanding of the intent of the affirmative action process.

Your final responsibility is to highlight and summarize. Some of the key topics will emerge during the discussion as of considerably greater significance in the particular group than other topics or issues. Try to emphasize these as the discussion is in process. These summarized or synthesized issues can frequently be highlighted by either bringing them home to the group as issues on your own campus (if it is an intracampus group) or by citing sources that provide empirical evidence on issues which the group has discussed without such evidence.

File

Section C

Candidate Information

CANDIDATE INFORMATION STATEMENT

I. GENERAL

Name CARL L. BENNETT

Present Position Research Associate, Center for Research in Higher Ed.

Office Address 211 Central Hall, University of Iowa

Home Address 916 Smith Road, Iowa City, Iowa

Office Telephone 515-426-3561 Home Telephone 515-423-0157

Date of Birth February 27, 1945

Marital Status Single

Children None

II. EDUCATION

| Institution | Dates Attended | Degree |
|---|---|---|
| Univ. of Illinois | 1962-1966 | B.A. Sociology |
| Univ. of Illinois | 1966-1968 | M.A. Sociology |
| Univ. of Iowa | 1976-1978 | Ed.D. Higher Educ. |

III. EMPLOYMENT HISTORY -- employment experience relevant to this position:

| Institution | Dates | Title |
|---|---|---|
| Univ. of Iowa | 8/76-present | Research Associate |
| Iowa Dept. of Public Instr. | 8/73-6/76 | Staff Associate |
| Blackburn College | 8/70-7/73 | Assistant Prof., Sociology |
| Univ. of Illinois | 9/68-6/70 | Academic Advisor, Sociology |

IV. RELEVANT EXPERIENCE -- other experiences; administrative, teaching or service activities relevant to this position:

Committee Member (Blackburn) - Academic Affairs, Graduation Requirements, Athletics

V. PROFESSIONAL ORGANIZATION MEMBERSHIPS

American Association for Higher Education; American Educational Research Association; American Sociological Association

VI. PROFESSIONAL ORGANIZATION ACTIVITIES

VII. PUBLICATIONS AND RESEARCH PROJECTS

Dissertation: The Effect of Declining Enrollments on Small Colleges

Masters Thesis: The Male Student Nurse

916 Smith Road
Iowa City, Iowa

February 27, 19--

Dr. Henry McIntyre, Chairman
Search and Screen Committee
Department of Higher Education
Metropolitan State University

Dear Dr. McIntyre:

Dr. Smyth related the substance of his conversation with you to me and suggested that I write to you about the position of Assistant Professor of Higher Education at Metropolitan State University. As Dr. Smyth probably told you, I am very interested in obtaining such a position.

Currently, I am employed as a Research Associate in the Center for Research in Higher Education at Iowa. I have had responsibility for some portions of data collection and analysis on Center projects and have been involved in the design of various aspects of the research which has been undertaken at the Center. As a result of my work in the Center, I have become very interested in a continuing career in research in higher education, preferably as a faculty member.

My background in sociology has had a marked effect on my interests in higher education. Specifically, it has enhanced my interest in theoretical questions in higher education, particularly in the area of organizational theory. In addition, my teaching experience in undergraduate sociology has greatly influenced my interest in obtaining a teaching position.

I feel that I am particularly well qualified to work with students on their dissertation research since I have completed over 20 hours of course work in statistics and research and have the experience in the Center. My course work in higher education and my prior faculty experience also have prepared me to assume a faculty position.

My credentials are available from the university placement service. If you have further questions about my qualifications, I am sure that Dr. Smyth could provide you with the necessary information.

Thank you for your consideration.

Sincerely,

Carl Bennett

Carl Bennett

RECOMMENDATION FORM

FOR Carl L. Bennett DATE Feb, 19--

FROM Dr. Harrison Smyth

TITLE Professor of Higher Education

INSTITUTION University of Iowa

POSITION(S) FOR WHICH LETTER IS WRITTEN Faculty--Higher Education
Administration

Carl Bennett has worked as a research associate in the Center for Research in Higher Education under my direction for the last two years. He has been an asset to the projects we are working on. The work completed by Mr. Bennett has been carefully and completely done. He has contributed to the development of project proposals and designs for data collection for which he has had responsibility.

Mr. Bennett is a thoughtful student who should make a valuable addition to the faculty of a Department of Higher Education. Reports about his teaching at Blackburn College have been highly favorable.

I am pleased to recommend Carl Bennett for a faculty or administrative position.

Harrison Smyth

Dr. Harrison Smyth

Professor

Higher Education

RECOMMENDATION FORM

FOR Carl L. Bennett DATE Feb. 19--

FROM Dr. Murray Kaeger

TITLE Assoc. Professor of Higher Education

INSTITUTION University of Iowa

POSITION(S) FOR WHICH LETTER IS WRITTEN Faculty-- Higher Education Administration

As chairman of Mr. Bennett's research committee, I have had an opportunity to work closely with him and observe his skills as a researcher and student. Mr. Bennett has shown himself to be strong in both categories. He has done a very thorough job on his dissertation research.

I have also had Mr. Bennett in three of my classes. He made significant contributions to those classes and was one of the top students. He is quite thoughtful in his analysis of various issues discussed in class. I believe that he will make an excellent faculty member. The organizational ability he has displayed in his work with me also suggests that he would be an able administrator.

Murray Kaeger

Dr. Murray Kaeger

Associate Professor

Higher Education

RECOMMENDATION FORM

FOR Carl L. Bennett DATE Feb, 19--

FROM Dr. Paula Calhoun

TITLE Chairperson, Department of Sociology

INSTITUTION Blackburn College

POSITION(S) FOR WHICH LETTER IS WRITTEN Faculty -- Higher Education Administration

Mr. Carl Bennett was a member of the faculty of the Department of Sociology at Blackburn College during my tenure as department chairman. Mr. Bennett was considered to be one of the better teachers in the department by students. He worked well with his colleagues and contributed meaningfully to departmental decisionmaking through his committee work.

Although Mr. Bennett did not have specific administrative duties at Blackburn, my observation of the way in which he managed his teaching responsibilities and other duties at Blackburn suggest that he would be a competent administrator.

I am happy to recommend Mr. Bennett.

Paula Calhoun

Dr. Paula Calhoun

Chairperson

Sociology

CANDIDATE INFORMATION STATEMENT

I. GENERAL

Name ANNE J. CARTER

Present Position Intern, Office of Academic Dean, Arts & Sciences

Office Address 203 Memorial Hall, Wayne State Univ., Detroit, MI

Home Address 7986 Lakecrest Dr., #3C, Detroit, MI

Office Telephone 313-246-1325 Home Telephone 313-163-2973

Date of Birth September 5, 1943

Marital Status Married

Children One

II. EDUCATION

| Institution | Dates Attended | Degree | |
|---|---|---|---|
| Chestnut Hill College Philadelphia, Pennsylvania | 1960-1964 | B.A. | History |
| Penn State | 1971-1973 | M.A. | History |
| Wayne State University | 1975-1978 | Ph.D. | Higher Educ./ History |

III. EMPLOYMENT HISTORY - employment experience relevant to this position:

| Institution | Dates | Title |
|---|---|---|
| Wayne State Univ., Detroit | 9/77-present | Intern, Office of Acad. Dean, Arts & Sciences |
| Wayne State Univ., Detroit | 9/75-6/77 | Graduate Asst., Dept. of Higher Education |
| Widener College, Chester, Pennsylvania | 9/73-8/75 | Asst. Professor, American History |
| Oakdale H.S., Pittsburgh, Pennsylvania | 9/70-6/73 | Teacher, American History |
| Allen H.S., Pittsburgh, Pennsylvania | 9/64-6/67 | Teacher, American History |

IV. RELEVANT EXPERIENCE -- other experiences; administrative, teaching or service activities relevant to this position:

Member, Faculty Senate, Widener College; Member, Curriculum Committee, Widener College; Chairman, Pittsburgh Teachers Association; Student Member, Faculty Search Committee, Department of Higher Education, Wayne State.

V. PROFESSIONAL ORGANIZATION MEMBERSHIPS

American Historical Society; American Association of Higher Education; Phi Delta Kappa

VI. PROFESSIONAL ORGANIZATION ACTIVITIES

Paper presentation: Pennsylvania School Historical Association, 1971

VII. PUBLICATIONS AND RESEARCH PROJECTS

Dissertation: Purposes of Independent Institutions

Thesis: General Greene: Civil War Hero

7986 Lakecrest Drive #3C
Detroit, Michigan

March 19, 19--

Dr. Henry McIntyre, Chairperson
Search and Screen Committee
Department of Higher Education
Metropolitan State University

Dr. McIntyre:

I would like to submit my name for consideration for the position of Assistant Professor in the Department of Higher Education at Metropolitan State University.

In addition to having recently completed a Ph.D. in Higher Education and History, I have had extensive teaching experience including two years at the college level. I have also had administrative experience at the secondary education level and am currently serving as an Administrative Intern in the office of the Academic Dean in the College of Arts and Sciences at Wayne State. One of my minor subjects for the Ph.D. is Sociology. My studies in this subject have included courses in complex organizations, social organization, and sociology of education. In sum I feel that my professional experiences and educational qualifications have prepared me to function well as a faculty member in a department of higher education. The duties associated with the position at Metropolitan State are generally in areas in which I feel well prepared.

I look forward to having an opportunity to discuss the position in more detail with the department. My credentials are available upon request from the placement office at Wayne State.

Thank you for your consideration.

Sincerely,

Anne J. Carter

Anne J. Carter

RECOMMENDATION FORM

FOR Anne J. Carter DATE March, 19--

FROM Dr. Cliff Thornton

TITLE Associate Professor of Higher Education

INSTITUTION Wayne State University

POSITION(S) FOR WHICH LETTER IS WRITTEN Faculty-- Higher Education Administration

I am pleased to recommend Anne Carter for any faculty or administrative position she may seek. She is a good student and is very interested in pursuing a career in the academic world. She has had extensive teaching experience at both the public school and university levels. Apparently she has been successful as an intern in the Office of the Academic Dean in the School of Arts and Sciences.

Anne is a very warm and friendly person. She dresses well and creates a good impression. She speaks well before groups and is a competent organizer. She will be a good appointment for any institution that wishes to employ her.

Cliff Thornton

Dr. Cliff Thornton

Associate Professor of Higher Education

RECOMMENDATION FORM

FOR Anne J. Carter DATE March, 19--

FROM Dr. Edward Moore

TITLE Academic Dean, School of Arts and Sciences

INSTITUTION Wayne State University

POSITION(S) FOR WHICH LETTER IS WRITTEN Faculty--Higher Education Administration

Anne Carter has served as an administrative intern in my office for the past year. Her prime duties have been as a liaison person between my office and a number of special study groups composed of students and faculty. She has done a good job in this capacity. She has also attended the meetings of academic affairs committees and other special committees in the School of Arts and Sciences as a part of her internships.

Anne has demonstrated some capacity for leadership while working in this office. Her past experience as a faculty member and her course work in administration have provided her with the necessary skills to function well in this office.

I am happy to recommend Anne for either a faculty or administrative position.

Edward Moore

Dr. Edward Moore

Academic Dean, School of Arts and Sciences

RECOMMENDATION FORM

FOR Anne J. Carter DATE March, 19--

FROM Dr. Paul Lyons

TITLE Professor of History

INSTITUTION Wayne State University

POSITION(S) FOR WHICH LETTER IS WRITTEN Faculty-- Higher Education Administration

I would like to recommend Anne Carter as a strong candidate for a faculty or administrative position in higher education. I know most about her work in history and can attest to its quality. Her Master's Thesis is a good study of the topic as is her dissertation. I am sure that Anne will be successful in whatever she attempts.

Paul Lyons

Dr. Paul Lyons

Professor of History

RECOMMENDATION FORM

FOR Anne J. Carter DATE March, 19--

FROM Dr. Robert Gould

TITLE Professor of Higher Education

INSTITUTION Wayne State University

POSITION(S) FOR WHICH LETTER IS WRITTEN Faculty -- Higher Education Administration

Anne Carter, whose husband is on the faculty here at Wayne State, is a good student who carefully completes all work assigned in her courses. She has managed to combine being a student and a graduate assistant with being a wife and mother. Although her career options are probably limited because of her family, Anne would be a good candidate for any position that might become available to her. She is attractive and quite personable and would be a conscientious administrator or faculty member.

Robert Gould

Dr. Robert Gould

Professor

Higher Education

CANDIDATE INFORMATION STATEMENT

I. GENERAL

Name LAURA A. JENKINS

Present Position Assistant to the Dean of the University Division

Office Address 527 Sooner Hall, Univ. of Oklahoma, Norman

Home Address 106 South Berry St., Norman, Oklahoma

Office Telephone 405-963-4698 Home Telephone 405-496-5206

Date of Birth October 16, 1941

Marital Status Single

Children None

II. EDUCATION

| Institution | Dates Attended | Degree |
|---|---|---|
| Univ. of Arkansas | 1958-1962 | B.A. Biology |
| Arkansas State Univ. | 1962-1963 | M.A. Education |
| Univ. of Oklahoma | 1976-1978 | Ed.D. Higher Educ. |

III. EMPLOYMENT HISTORY - employment experience relevant to this position:

| Institution | Dates | Title |
|---|---|---|
| Univ. of Oklahoma | 8/76- present | Assist. to Dean of Univ. Division |
| Arkansas State Univ. | 4/70-6/76 | Asst. Dean for Undergraduate Affairs |
| Mutual of Omaha Life Ins. | 5/67-3/70 | Asst. Regional Sales Director |
| Mutual of Omaha Life Ins. | 8/66-4/67 | Management Trainee |
| North Fayetteville H.S. | 9/63-6/66 | Biology Teacher |

IV. RELEVANT EXPERIENCE -- other experiences; administrative, teaching or service activities relevant to this position:

Arkansas State Univ., committee assignments: Residence Life, Graduation Requirements, Counseling Services

V. PROFESSIONAL ORGANIZATION MEMBERSHIPS

American Association for Higher Education

VI. PROFESSIONAL ORGANIZATION ACTIVITIES

VII. PUBLICATIONS AND RESEARCH PROJECTS

Dissertation: Size of University Classes and Student Evaluation of Teaching. Article: "Evaluation of Instructors in Higher Education," Journal of Higher Education, vol. 48, no.3, May/June, 1977.

106 South Berry Street
Norman, Oklahoma
February 23, 19--

Dr. Henry McIntyre, Chairperson
Search and Screen Committee
Department of Higher Education
Metropolitan State University

Dear Dr. McIntyre:

I am writing in application for the position of assistant professor of higher education announced in the Chronicle of Higher Education.

I have had over 10 years of experience as a professional in institutions of higher education. At Arkansas State University, I worked for three years as an academic counselor in arts and sciences and then for six years as the assistant dean for undergraduate affairs. Both of these positions provided me with an opportunity to develop an understanding of the complexity of universities. The latter appointment was one in which I was able to develop some administrative skill. This position also gave me an opportunity to serve on university committees and participate in decision making.

Currently I serve as assistant to the dean of university division. I supervise forty academic counselors and am responsible for the operation of the academic advising service. This position has enabled me to combine the experiences gained at Arkansas State and to develop greater knowledge of academic administration. While serving in this position I have become involved in faculty evaluation and have published an article on the subject in the Journal of Higher Education. My dissertation research is being conducted in a related area. My dissertation and degree will be finished this summer.

As a student in the department of higher education, I have completed coursework in administration, finance, history and organizational theory. I have also taken courses in measurement, statistics and research.

I am very interested in obtaining a faculty appointment and feel that I am well prepared for such a position. I have had teaching experience, have worked extensively in higher education, and have administrative experience. I have also published in the field and plan to continue this activity.

My credentials are available upon request from the placement service at the University of Oklahoma, 214 Boomer Building, Norman, Oklahoma.

Thank you for your consideration.

Sincerely,

Laura A Jenkins

Laura A. Jenkins

RECOMMENDATION FORM

FOR Laura A. Jenkins DATE March, 19--

FROM Dr. John Mallone

TITLE Dean of the University Division

INSTITUTION University of Oklahoma

POSITION(S) FOR WHICH LETTER IS WRITTEN Faculty-- Higher Education Administration

Laura Jenkins has been employed as my assistant for the last two years. Her responsibilities have been primarily in the area of academic advising and counseling of freshmen and sophomore undergraduate students. Laura supervises a number of graduate student advisors in the University Division of the College of Arts and Sciences. She has proven to be a competent and well organized person who has effectively carried out her duties in this office.

Laura is very personable and has worked effectively with her superiors and other colleagues while employed here. I can recommend her without reservation for any administrative or faculty position that she would seek, particularly a position in which she would be interacting with students on a daily basis.

John Mallone

Dr. John Mallone

Dean of the University Division

RECOMMENDATION FORM

FOR Laura A. Jenkins DATE April, 19--

FROM Dr. Francis Patterson

TITLE Associate Professor, Higher Education

INSTITUTION University of Oklahoma

POSITION(S) FOR WHICH LETTER IS WRITTEN Faculty-- Higher Education Administration

Laura Jenkins has been a student of mine in two classes during her graduate career at the University of Oklahoma. She is a good student who does a very complete job on all of her assignments. She is conscientious and well organized.

I have also served as a member of the research committee for her dissertation. While Laura's research skills are not strong, they have been more than adequate for the research she has undertaken. She has expressed an interest in becoming more involved in research and publication. I feel sure that she will follow through on this.

Laura has gotten along quite well with her fellow students. I'm sure she would be an asset to any institution in which she was employed.

Francis Patterson

Dr. Francis Patterson

Associate Professor,

Higher Education

RECOMMENDATION FORM

FOR Laura A. Jenkins DATE March, 19--

FROM Dr. Ralph Lyons

TITLE Department Chairman, Professor of Higher Ed.

INSTITUTION University of Oklahoma

POSITION(S) FOR WHICH LETTER IS WRITTEN Faculty -- Higher Education Administration

Laura Jenkins is a serious and well organized graduate of the Department of Higher Education. She has applied herself to each of her courses and has done a thorough job on everything she has attempted. As chairman of her dissertation committee, I am impressed with the completeness of her research and the precision with which she has defined the area she is investigating.

Laura's past experience in institutions of higher education is quite strong. She is well thought of in the University Division where she currently works as Assistant to the Dean. These experiences and her academic skills make her an excellent candidate for an administrative or faculty position. I recommend her strongly.

Ralph Lyons

Dr. Ralph Lyons

Professor and Chairman

Higher Education

RECOMMENDATION FORM

FOR Laura A. Jenkins DATE March, 19--

FROM Dr. Wilson Crane

TITLE Dean for Undergraduate Affairs

INSTITUTION Arkansas State University

POSITION(S) FOR WHICH LETTER IS WRITTEN Faculty-- Higher Education Administration

Laura Jenkins held the position of Assistant Dean for Undergraduate Affairs at Arkansas State for five years. She reported to my office. A very attractive young woman, Laura was very effective in dealing with student problems, particularly during the early 70's.

Laura supervised the academic advisors and the remedial studies personnel. She also worked with undergraduate student committees as well as being involved in budget development and policy making committees in the School of Arts and Sciences. She handled these duties well, and rarely became emotional about any issues that confronted her, although that is to be expected from time to time.

I gladly recommend Laura for a position in the administrative staff in the area of student services or for any other position for which she may apply.

Wilson Crane

Dr. Wilson Crane

Dean for Undergraduate Affairs

CANDIDATE INFORMATION STATEMENT

I. GENERAL

Name LORRAINE M. LOUDON

Present Position Research Assoc., Project on Women in Higher Ed.

Office Address 311 School of Educ., West Virginia Univ., Charleston

Home Address 5309 Riverdale Rd., Charleston, West Virginia

Office Telephone 304-962-2476 Home Telephone 304-274-3084

Date of Birth September 15, 1944

Marital Status Divorced

Children one

II. EDUCATION

| Institution | Dates Attended | Degree |
|---|---|---|
| Univ. of Florida | 1961-1965 | B.A. Elem. Educ. |
| Univ. of Florida | 1970-1971 | M.A. Education |
| West Virginia Univ. | 1975-1978 | Ed.D. Higher Educ. |

III. EMPLOYMENT HISTORY-- employment experience relevant to this position:

| Institution | Dates | Title |
|---|---|---|
| West Virginia Univ. | 8/77 -present | Research Assoc., Women in Higher Education |
| West Virginia Univ. | 8/76-7/77 | Research Assoc., Study of Effect of Grants and Research Funds on Colleges and Universities |
| West Virginia Univ. | 8/75-6/76 | Graduate Asst., Dept. of Higher Educ. |
| Dade County Comm. College | 7/71-6/75 | Program Coordinator, Continuing Education |
| Milton Jr. H.S., Miami, Florida | 9/65-6/70 | Teacher, Grades 7-9, Mathematics |

IV. RELEVANT EXPERIENCE-- other experiences; administrative, teaching or service activities relevant to this position:

Committee Member, Dade County Comm. College - Continuing Education for Elderly; Student Activities

V. PROFESSIONAL ORGANIZATION MEMBERSHIPS

American Association of Community and Junior Colleges; American Association for Higher Education; American Educational Research Association; Phi Delta Kappa; Pi Lambda Theta

VI. PROFESSIONAL ORGANIZATION ACTIVITIES

Panelist-- Continuing Education and the Retired Citizen, 1973 AACJC Convention

VII. PUBLICATIONS AND RESEARCH PROJECTS

Dissertation: Characteristics of Women Executive Officers in Postsecondary Institutions. Article: "Planning Continuing Education Programs for Urban Retired Citizens," Community College Review, vol. 3, no. 2, April 1972.

5309 Riverdale Road
Charleston, West Virginia

February 17, 19--

Dr. Henry McIntyre, Chairperson
Search and Screen Committee
Department of Higher Education
Metropolitan State University

Dear Dr. McIntyre:

I would like to submit my name in application for the position of Assistant Professor of Education at Metropolitan State University.

I have had course work or experience in each of the areas specified in the job description. As a part of the required work for the doctorate in higher education, I have completed courses in administration. I also gained administrative experience while working at Dade County Community College as a program coordinator. I have completed two courses in organizational theory in the School of Business at West Virginia. In addition, the research project on grants and research funding in which I participated last year concentrated on the effects of such funding on colleges and universities as organizations. As a graduate assistant in the department of higher education, I was involved in teaching a course in institutional evaluation. The class actually evaluated a small college as a field laboratory activity. Currently I am working as a research associate on a project studying the role of women in colleges and universities. I am also completing my dissertation research on a related topic.

On the whole, I feel that I could effectively carry out the duties associated with the faculty position, including those of advising students on their doctoral research.

My credentials are available from the Placement Office, School of Education, West Virginia University.

Thank you for your consideration.

Sincerely,

Lorraine M. Loudon

Lorraine M. Loudon

RECOMMENDATION FORM

FOR Lorraine M. Loudon DATE Feb. 19--

FROM Dr. Richard Wayne

TITLE Professor of Higher Education

INSTITUTION West Virginia University

POSITION(S) FOR WHICH LETTER IS WRITTEN Faculty-- Higher Education Administration

Lorraine Loudon has worked as a research associate under my direction for the last two years. Her research skills are quite strong. She has taken a number of courses in the area as well as having responsibility for various sub-areas of the projects she has worked on as an assistant.

Lorraine has shown signs of her potential as a faculty member through the quality of her work as a research assistant, in the article she has published, and in the dissertation she is now completing. The competence with which she has carried out her work suggests that she would also be an able administrator.

I am happy to recommend Lorraine Loudon most highly.

Richard Wayne

Dr. Richard Wayne

Professor

Higher Education

RECOMMENDATION FORM

FOR Lorraine M. Loudon DATE March, 19--

FROM Dr. Samuel Allen

TITLE Associate Professor of Higher Education

INSTITUTION West Virginia University

POSITION(S) FOR WHICH LETTER IS WRITTEN Faculty-- Higher Education Administration

Lorraine Loudon has shown herself to be a very capable student while at West Virginia. She is a very eager and interested student who has read extensively for each class and has done very well in everything she has attempted.

I can recommend her for faculty or administrative positions without reservation.

Samuel Allen

Dr. Samuel Allen

Associate Professor

Higher Education

RECOMMENDATION FORM

FOR Lorraine M. Loudon DATE March, 19--

FROM Dr. Henry Blaine

TITLE Associate Professor of Higher Education

INSTITUTION West Virginia University

POSITION(S) FOR WHICH LETTER IS WRITTEN Faculty-- Higher Education Administration

I am pleased to recommend Lorraine Loudon for any position for which she may apply. She is an excellent student, approaching each task maturely and responsibly. She is very charming and is well liked by all who meet her. I am sure that she would be a competent administrator or faculty member.

Henry Blaine

Dr. Henry Blaine

Associate Professor

Higher Education

RECOMMENDATION FORM

FOR Lorraine M. Loudon DATE March, 19--

FROM Dr. Michael Gordon

TITLE Professor of Higher Education

INSTITUTION West Virginia University

POSITION(S) FOR WHICH LETTER IS WRITTEN Faculty-- Higher Education Administration

Lorraine Loudon has done very well as a student in higher education. She is a real bookworm and over-prepares for every class. As a result she is at or near the top of each class and is tough competition for other students, particularly some of the men who hold full time administrative positions while taking course work.

I am sure that Lorraine will become a career faculty member or administrator. Apparently her work is her life. She is very business-like in all of her dealings with the department. She is definitely not a social butterfly.

Lorraine Loudon would be a strong candidate for a number of administrative positions in higher education. She would also be a productive faculty member.

Michael Gordon

Dr. Michael Gordon

Professor of Higher Education

CANDIDATE INFORMATION STATEMENT

I. GENERAL

Name JOHN J. WILLIAMS

Present Position Research Associate: Study of Collective Bargaining in Postsecondary Education

Office Address 516 Hudson Hall, SUNY - Albany

Home Address 6 Deerglade Court, #2G, Albany, New York

Office Telephone 518-973-5709 Home Telephone 518-507-6317

Date of Birth April 29, 1942

Marital Status Married

Children Two

II. EDUCATION

| Institution | Dates Attended | Degree | |
|---|---|---|---|
| Univ. of Bridgeport | 1959-1963 | B.A. | English |
| Univ. of Connecticut | 1969-1971 | M.A. | College Student Personnel |
| SUNY - Albany | 1976-1978 | Ed.D. | Higher Educ. |

III. EMPLOYMENT HISTORY - employment experience relevant to this position:

| Institution | Dates | Title |
|---|---|---|
| SUNY - Albany | 8/76 -present | Research Associate |
| Hofstra Univ. | 9/71-8/76 | Coordinator of Residence Life |
| Univ. of Connecticut | 9/69-6/71 | Graduate Assistant, Dept. of Student Personnel |
| Univ. of Rhode Island | 9/67-8/69 | Residence Hall Director |
| McGraw Hill Publishing Company | 9/63-6/67 | Editorial Assistant |

IV. RELEVANT EXPERIENCE-- other experiences; administrative, teaching or service activities relevant to this position:

Member, Task Force on Collective Bargaining, SUNY - Albany;
Committee Assignments (Hofstra) - Housing, Student Activities, Library

V. PROFESSIONAL ORGANIZATION MEMBERSHIPS

American Association for Higher Education; National Association of Student Personnel Administrators

VI. PROFESSIONAL ORGANIZATION ACTIVITIES

Panelist: Programming in Residence Halls at Small Colleges, NASPA Convention, 1975

VII. PUBLICATIONS AND RESEARCH PROJECTS

Dissertation: Collective Bargaining in the Community College
Article: "Innovative Programming in Residence Halls," Journal of College Student Personnel, August 1974.

6 Deerglade Court #2G
Albany, New York

March 2, 19--

Dr. Henry McIntyre, Chairperson
Search and Screen Committee
Department of Higher Education
Metropolitan State University

Dear Dr. McIntyre:

Dr. Lane showed me the position announcement from Metropolitan which was sent to the Department of Higher Education at SUNY-Albany. He suggested that I contact you. I would like to submit my credentials for consideration for the position of Assistant Professor of Education.

Over the last 10 years I have accumulated extensive administrative experience in postsecondary education at both state universities and at a private institution. Through the responsibilities associated with the positions I have held, I have had an opportunity to observe and participate in decision making and committee work in a number of areas. I think that this experience, in combination with the courses I have completed while working on my Ed.D., have prepared me to assume a teaching position in a department of higher education. I think I am well qualified to teach the administration courses.

While a graduate student at SUNY-Albany, I have had the opportunity to work as a research associate on a study of collective bargaining in postsecondary education. This has been a very rewarding and exciting experience for me. Not only have I learned a great deal about collective bargaining and organizational responses to it, but I have also sharpened my research skills and have become very interested in having continued involvement in research. I feel that I am in a position to assist graduate students in their doctoral research and would be most interested in having an opportunity to do so.

My work at SUNY-Albany includes a major in higher education administration and minors in student personnel and business. My area of concentration in business is organizational theory. As a part of my major coursework, I have completed a course in evaluation. In the positions I have held, I have conducted evaluations of the effectiveness of the units which I supervised and think that I would be able to effectively teach an evaluation course.

My credentials are available upon request. Please mail the enclosed form to the Placement Office at SUNY-Albany if you wish to obtain them.

Sincerely,

John J. Williams

John J. Williams

RECOMMENDATION FORM

FOR John J. Williams DATE March, 19--

FROM Dr. Henry Lane

TITLE Professor, Department of Higher Education

INSTITUTION SUNY-Albany

POSITION(S) FOR WHICH LETTER IS WRITTEN Faculty -- Higher Education Administration

John Williams has been a student in several of my classes and I am serving on his research committee. John has done very well in his course work at SUNY-Albany. He seems to have a very strong interest in the area of Student Personnel and has had some experience in this area. John is fairly well organized and works very well with others. He should make a good student personnel administrator.

Although I do not know a great deal about John's work on the project with which he is now connected, my impression is that he has picked up some research skills and a strong interest in the collective bargaining issue. I expect that he will produce some work in this area.

Overall, I must recommend John Williams quite highly.

Henry Lane

Dr. Henry Lane

Professor, Department of Higher Education

RECOMMENDATION FORM

FOR John J. Williams DATE March, 19--

FROM Dr. Lois McKinley

TITLE Assistant Professor, Student Personnel

INSTITUTION SUNY-Albany

POSITION(S) FOR WHICH LETTER IS WRITTEN Faculty-- Higher Education Administration

I am pleased to recommend John Williams for an administrative or faculty position, particularly in Student Personnel Administration. He is very well read in this area, has some good experience, and most of all is committed to the field and its continued development. His experiences before coming to SUNY-Albany are excellent. His work here has been of high quality. When one considers the family responsibilities John shares with his wife for their two small children, one has to be impressed with his performance as a student. Incidentally, Mrs. Williams expects to complete her Ph.D. this year. I am sure John will be successful in whatever area he accepts a position.

Lois McKinley

Dr. Lois McKinley

Assistant Professor,

Student Personnel

RECOMMENDATION FORM

FOR John J. Williams DATE March, 19--

FROM Dr. Paul Neal

TITLE Dean of Students

INSTITUTION Hofstra University

POSITION(S) FOR WHICH LETTER IS WRITTEN Faculty-- Higher Education Administration

John Williams did a very good job as Coordinator of Residence Life at Hofstra. He supervised 25 individuals, was responsible for all dormitory programming, maintenance, repair, and the employment of counselors as needed. He also served on several university committees where he frequently made strong contributions.

I can strongly recommend John as an administrator.

Paul Neal

Dr. Paul Neal

Dean of Students